DOCUMENT RESUME

ED 252 190 IR 011 451

AUTHOR Hendley, Gaby G.
TITLE Using the Microcomputer to Generate Materials for Bibliographic Instruction.
PUB DATE Jan 84
NOTE 15p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS High Schools; High School Students; *Instructional Materials; *Learning Resources Centers; *Library Instruction; *Material Development; Microcomputers; *Reference Materials; Research Tools; School Libraries; Teaching Methods; *Word Processing; Worksheets

ABSTRACT

Guide-worksheets were developed on a word processor in a high school library for bibliographic instruction of English and social studies students to cover the following reference sources: Facts on File; Social Issues Resource Series (S.I.R.S.); Editorial Research Reports; Great Contemporary Issues (New York Times), which also includes Facts on File Books; and Current Events Edition (New York Times). Also being developed were guides for the Congressional Quarterly's Almanac and the Congress and Nation series. Each handout explains the scope of the reference work and how to use it, and provides an exercise. Class sets of 28 questions were made for each worksheet in order to provide a different exercise for each student. Based on the administration of a questionnaire to two English classes who used the handouts and oral feedback from teachers and student teachers, the method was found to be instructionally effective and efficient, given the available staff, the number of students requiring instruction, and the frequency of class use of the library for research. The report includes five reference guides with sample questions shown, the student questionnaire, and a compilation of evaluation statements collected via the questionnaire. (LMM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

[X] This document has been reproduced as received from the person or organization originating it.

[ ] Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED252190

USING THE MICROCOMPUTER TO GENERATE MATERIALS FOR BIBLIOGRAPHIC INSTRUCTION

by Gaby G. Hendley

Learning Center
Jamesville-Dewitt High School
Edinger Drive
Dewitt, New York 13214

January 1984

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gaby G. Hendley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR011451

Bibliographic instruction has top priority in our high school library. Because of limited budgets, we have cut back acquisitions of books and magazines for leisure reading and concentrated on periodicals indexed in the Readers Guide and such reference materials as Facts on File, Editorial Research Reports, Social Issues Resource Series, Great Contemporary Issues, and the Current Events Edition of the New York Times.

Staff cutbacks have made continued class visits for bibliographic instruction difficult. We realized that we had to come up with a new way to instruct our English and social studies students. The computer-generated handouts fit our need for the present. Students come in mostly as a class, although some teachers will hand out the sheets and expect the work to be done outside of class. Students absent on the day their class came in can catch up easily, and the librarian does not have to try to explain in 10 minutes what was taught the day before in class.

Using the TRS "Scripsit" word processor program, we wrote a guide-worksheet for each of the following reference sources:

Facts on File
Social Issues Resources Series (S.I.R.S.)
Editorial Research Reports
Great Contemporary Issues (N.Y. Times), also includes Facts on File Books
Current Events Edition (N.Y. Times)

In progress: Congressional Quarterly's Almanac and the Congress and the Nation Series

Each handout provides explanations of the scope of the reference work, how to use the index, and an exercise. We have made up 28 questions for each reference work for use as a class set, i.e., each student is given a different question.

To prepare the 28 versions of the handouts for each reference work, we start with the computer printout. We make 28 photocopies and fill in the blanks with the 28 different questions, numbering each sheet (Facts on File #1-#28, S.I.R.S. #1-28, etc.). These sheets become our masters from which we make copies to hand out to the students. We save the basic guide for each reference source on a floppy disk (with a backup copy) so we can update, change, or add to our text very quickly and easily.

Because each student has a different question, there can be no copying from a classmate, and each student will have to look up the answers. To ensure that the reference materials will be used, each question asks for information found only on a particular page so that it cannot be answered from the index alone. Thus the exercise in each worksheet is used for both practice and testing.

When students have completed the worksheets, they hand them in to the librarian for correcting. The answers are on cards, one for each question. Questions can be changed or updated individually in no time at all. Once the sheets have been corrected, they are returned to the teacher for credit since they are required for a research paper. Teachers may also assign a grade.

We administered a questionnaire to the first two English classes who used these handouts and elicited oral feedback from their teachers and the two student teachers who tested our first drafts. The library staff then discussed how this new way of introducing reference materials affected them. The consensus is that, at the present time, with the staff available, the number of students who have to be instructed, and the frequency of class use of the library for research, this method is an effective and efficient way to instruct our students.

Materials attached: five reference guides with sample questions typed in
the student questionnaire
a compilation of answers to the questionnaire

FACTS ON FILE

LOCATION : LEARNING CENTER OFFICE
Started in 1940; we have from 1976

Description

Facts on File is a weekly news digest. It summarizes newspaper articles from over 50 U.S. & foreign newspapers and government documents. It is an excellent source for short descriptions of current events - not only national and world affairs but news of science,the economy,the arts and sports.

The index in the back of the binder is the most up-to-date index of current events in our library. Binders from previous years contain an annual index (yellow pages). The current binder contains an updated bi-monthly (every 2 weeks) index (blue pages), replaced by a cumulated 3-6-9 month index (yellow pages) as the year progresses. In the binder for the current year you will have to use both the yellow and the updated blue paged indexes. At no time will you have to consult more than 2 indexes in the current binder.

We have a 5-year index covering the years from 1976-1980 which can save you time in searching. The 5-year index can give you a quick overview of what happened to individuals, organizations and issues during that particular time period. Similarly, the index in the annual binders traces these events for a specific year. If you look up: "U.S.-SUPREME COURT" you will find listed (with dates) the cases reviewed, speeches by the various Justices, their voting records and an analysis thereof. Rulings on major issues are listed separately in alphabetical order: Censorship; Defendants' Rights; Education; Energy; Environmental rulings; etc... For "WALESA, LECH" (in Facts on File 1982) the listing includes talks with Polish government officials, with the Pope and other notables, statements by Walesa and statements about him, committees he is serving on, strike plans, detention and release, nomination for the Nobel prize,etc...for each entry a date is provided.

In addition to using the index to locate information in Facts on File, you can also use it to establish the dates of certain events. You can then look directly in the news magazines (Newsweek, Time, U.S. News & World Report) for more lenghty coverage of your topic.

How to use the index.

Since 1978 each index page has an explanation on how use. The example given is reproduced here:

3-22, 230 E3

BEST COPY AVAILABLE

Date: 3-22 (March 22)
Page: 230
Margin letter: E
Column: 3

To find your article you will need to know the page no.(230),the margin letter (E) and the column number (3). The date is not needed to locate the reference in Facts on File. However,knowing this date can lead you to the right volumes of the Readers' Guide to Periodical Literature, or even directly to the news magazines. Remember that in Facts on File you will find only summaries of events, not full length articles.

Exercise.

Now to give you some practice in actually using Facts on File using the 19.. binder, list the location of:

Medicine & Health--Cancer "DNA duplication code reported cracked"
Page no.: Margin letter: Column:

You can obtain this information from the index. However this is not enough; you need to be able to find the volume and number of the issue in which your information is found. Locate the reference you looked up in the index. Now turn to the cover page of that weekly issue. In the upper right hand corner you will see the volume and number.

Volume: Number:

It is important that you be able to find this information, because you will need to include it in bibliographies.

NAME:

BEST COPY AVAILABLE

SOCIAL ISSUES RESOURCES SERIES (S.I.R.S.)

LOCATION: LEARNING CENTER OFFICE

Description.

S.I.R.S. consists of reprints of articles from a variety of sources: newspapers, popular magazines, professional journals, government documents, pamphlets, etc...and are selected to reflect different points of view.

There are over 30 titles in the S.I.R.S. series, each one about a different social issue (Alcohol, Crime, Health, Pollution, Technology,etc...). Each year 20 new readings are added to each title. When they number 100, a new volume is started.

How to use the index.

(Get the index for: vol. , which you will need to complete the exercise. These explanations will make more sense if you can look at the actual document.)

In the newer volumes the index includes a CROSS REFERENCE GUIDE. This lists major topics that appear in several titles & volumes. For example under: UNEMPLOYMENT you will find listed: CRIME 1,2; DEFENSE 1; FAMILY 1; FOOD 3; HABITAT 1; MONEY 1,2,3; POPULATION 2; THIRD WORLD 1; WOMEN 1; WORK 1,2,3; YOUTH 1,2 - meaning there are articles in: CRIME vol.1 & 2, etc...You will still have to consult the subject index in the individual volumes to get the number of the readings to be able to find the article. This is a very helpful feature, as many times in the past students missed articles because they did not think to look in enough different volumes.

Each volume has its own index - there is no index covering the entire series. If we have two volumes of a certain title, AGING vol.1 & AGING vol.2, you will have to look in both indexes if you want to find every relevant article.

The index is a SUBJECT index only - no access through titles or authors. "The Frankenstein Syndrome" by J.M. McGuire, found in TECHNOLOGY vol.1, is listed under: CLONES; GENETIC ENGINEERING; DNA, RECOMBINANT; and has a "see reference" from: ETHICS, TECHNOLOGY, but you can't find it under: McGuire, or: Frankenstein Syndrome.

The numbers given in the index are not page numbers, but READING numbers. (The articles are reproduced, page numbers and all, as they originally appeared in the periodicals.) In the index of SPORTS vol.2, you find: ATHLETES, ABUSE,3,11,13,16, these refer to the order in which these readings are arranged (starting with 1-100).

Exercise.

To give you some practice in using S.I.R.S., here are some items for you to look up.

Using the index of S.I.R.S. title: Communication vol.#: 2.

locate the section called "Cross Reference Guide". Here you are to find the following entry: "Saudi Arabia"

Copy down all the S.I.R.S. titles & volumes in which you can find relevant articles.

Titles:	volume #:
.....	...
.....	...
.....	...
.....	...
.....	...
.....	...

Now turn to the "Index" section and look up the topic:

"Computers, business uses"

Select the reading with the lowest number. Copy the reading number here:....

Find the actual reading (if it is being used by someone else, ask for a duplicate in the L.C. Office). Using this article, answer the following questions:

length of article: .... pages

What is the photo on last page about?

NAME:

EDITORIAL RESEARCH REPORTS

LOCATION: CIRCULATION DESK
we have from July 1976 on

Description.

Before you start, please ask for Editorial Research Reports 19.. volume . . You will need it to complete this exercise.

Each of the weekly issues of Editorial Research Reports treats one subject only, usually something of current interest. It may deal with: Runaway Children; Health Care Costs; Migrant Workers; Sports; Nuclear Power; Mass Transit; Disarmament,etc...

Each report is about 20 pages long and has an outline/table of conterts on the cover. Each report not only explains the importance of the subject, it will list the major issues, and give an in-depth examination of background and historical development. On the last page a bibliography is provided.

Twice a year the weekly reports are bound into a hardbound book (white pages). So we end up having 2 sets of reports: the individual issues which you can borrow for home use; and the hardbound book with the reprints of the individual reports which you have to use in the library.

In addition to the reprints of the weekly reports (white pages) found in the hardbound volume, there is also a section in the back printed on beige/or tan paper. This section contains the daily and reminder services, which range from a paragraph to a full page in length, and which may update past reports or introduce new topics of current interest.

How to use the index.

The subject & title index in the back of each volume covers the weekly reports as well as the short dailies & reminders for a 4 year period. Open your hardcover book to the index in the back. Notice the 2 kinds of printing. The boldface, or heavy type refers to individual reports; the lighter print is for dailies and reminders.

REPORTS. (Boldface type)

If you find a report on your topic, you are in luck! You will get 20 pages chock full of reliable information, the topic nicely outlined, and a bibliography. You may borrow for 2 weeks the individual reports. If the one you want is already taken, you can use the reprinted copy in the hardbound volume - remember, it must be used in the library.

DAILIES & REMINDERS. (Light print)

You haven't found a report on your topic? Don't despair! If there is a reference printed in light type, ther is still information available. It will be short - from a paragraph to one page in length. To locate it you must ask for the HARDCOVER BOOK and look in the tan colored

section in the back. There aren't any page numbers here - the arrangement is chronological - by the date. (Look at the lower right hand corner of the page)

A 15 year index to the REPORTS only is found just before the regular index (it is printed on white pages). You will not have to use it for this exercise, but should be aware that is is available to you.

Exercise.

Now you have enough information to use the Editorial Research Reports. We want you to get some practice in using this very useful reference tool. In the book you were told to ask for, Editorial Research Reports 19.78 vol:I turn to the index & look up the subject: Business and Industry

Find a report on: "Corporate Assertiveness"
Now locate the report in the book (the table of contents inthe front will give you the page numbers). When you have the report in front of you, copy:
the author's name:
the volume: the number:

Go back to the index and look up the subject: Electric Power

Find the entry: "Coal strike, and"
The light print tells you this is not a full-length report, and you will look for it in the tan section under the date - remember: no page numbers here! Once you have located it, copy:
the full title as it appears on the page:

the day of the week (M,T,W,Th,F,Sat,Sun):

NAME:

GREAT CONTEMPORARY ISSUES SERIES

Location: Learning Center Office
Description.

Each volume in this series reprints articles from the New York Times, each book focusing on a particular issue:

The Arts	Medicine & Health Care
The family	Sports & Society
Labor & Managment	Women: their changing role
Religion in America	Childhood, Youth & Society
Terrorism	

Facts On File publishes a similar series of which we have the following volumes (these include articles from a variety of newspapers in addition to the N.Y.Times):

Abortion: freedom of choice & the right to life
Crime & Punishment in America

The Great Contemporary Issues Series includes articles spanning several decades giving a historical perspective and pointing out long-range trends. The reprints are duplicated exactly as originally published giving you a "you were there" perspective.

The articles are arranged by sub-topics which makes it easier to browse, since all articles on one aspect of the issue will be grouped together. This also helps to make trends and interrelationships more apparent. For example in the volume The Family, articles on changing parental roles, or sexual equality in marriage will be in the same section.

How to use the index.

There is nothing tricky about the indexes in this series. Subjects & personal names are listed, with page numbers. If more than one article is on the page, you will have to figure out from the title, or first few sentences which is/are the article/s you want.

Exercise.

Get volume: Crime and Punishment

In the index look up: "Crime--suburban" Find the article. In the first sentence, what town's suburb has shown a rise in criminal activities: _____

What newspaper was article reprinted from: _____

NAME:

Location: Circulation desk
Since 1979 - we have 1982-

Description.

Current Events Edition provides New York Times articles on microfiche. We receive 100 microfiche a year, containing over 8,000 full-text articles. These are selected news articles, features, editorials, columns or letters from the N.Y.Times. One fiche each month will provide articles from other major U.S. newspapers: Houston Chronicle, Cleveland Plain Dealer, Boston Globe, Atlanta Constitution, Atlanta Journal, and the Chicago Tribune.

Each monthly shipment of microfiche comes with its own printed index, including a study guide and three features:

"Review" of the month's news with maps & photos,
"Top Right" highlights a person(s) in the news,
"Action" charts & maps, projects & activities.

These monthly indexes are kept in a 3-ring binder. At the end of the year they are cumulated into a hard-bound volume which includes a couple of pages of Review of the News for the Year.

How to use the index.

The index is by subject & proper names - no author or title access.

Each entry is followed by a brief description and references to its location. The more important and significant news reports are printed in bold type.

JA 4, A.2:3/1:43A

For each entry the index gives:

the date of publication: January 4
location in NYT paper copy: section A, p.2, column 3
after the slash,
location in microfiche: fiche no.1, frame 43, item A
(there may be up to 3 items on a frame)

Exercise.

Get a copy of the index for: January 1983.....

Look up the first item under: Robots.....

Give the date of publication:.....

Microfiche no.:..... Frame no.:..... Item :.

What is the title of the graph in this article?

How many paragraphs does the article consist of?....

Name:

Your class was one of the first of two groups to use the new materials explaining Facts on File, Editorial Research Reports, Great Contemporary Issues, S.I.R.S., and the N.Y. Times Current Events Edition microfiche.

In past years the classes were given this information through a lecture and handouts of sample index pages, and were expected to take notes.

I would very much appreciate getting your reaction to this new way of introducing you to reference materials.

Thanks! G.S. Hendley

Using the computer generated information sheets on the various reference sources was:

☐ convenient ☐ difficult ☐ interesting other:.....

☐ helpful ☐ boring ☐ fun .....

What I liked about it: .....

.....

What I disliked about it: .....

.....

The reading level was:

too difficult — a bit difficult — OK — easy — too easy

The information was:

very confusing — confusing — OK — clear — very easy to understand

place an X on the line to indicate your opinion.

Comments:

BEST COPY AVAILABLE

STUDENT EVALUATIONS

WHAT LIKED ABOUT IT:

- it was easier to research my paper - easy and manageable
- it was very straight forward and got right to the point
- it was easy and concise - everything was all together
- I learned what information was in each source.
- I learned much more about the Learning Center sources than I have learned in all 3 ½ years that I've been here
- I learned to use sources that I had never used before.
- when I needed help for finding information the sheets were there for general information
- when doing research I could go back to the sheets for help
- it helped me find information for my research which I would not have found otherwise
- showed me how to use the library better
- it showed me that the library was more than just books and encyclopedias and it helped a great deal
- New information available
- gave a lot of specific references to the subject I was researching
- was easy to read
- it had the information I needed
- Doing an actual example of S.I.R.S. etc., made it easier to understand. It was better than just taking notes.
- Being able to find what I was looking for without much trouble
- Convenient
- showed how table of contents worked (actually it was the index) GGH

BEST COPY AVAILABLE

STUDENT EVALUATIONS

WHAT I DISLIKED ABOUT IT:

- there weren't duplicates
- personalized help was needed at times
- sometimes wording was awkward (two)
- everyone was charging for the same sources and the desk had a long line, along with the office
- Although the sheets were chock full of information, there wasn't enough time for us to really sit down and understand everything I was reading and researching
- couldn't read very well
- you should have taught us how to use the sources in ninth or tenth grade
- there were too many people in that little room
- time consuming
- hard to find material

STUDENT EVALUATIONS

COMMENTS:

- It's the best way to teach these skills!
- I feel the program was overall helpful in our research.
- I think these information sheets were very handy way for us to find resources I never thought our Learning Center had. I feel that if it helped seniors in the library - it would certainly be an asset for the underclassmen who need to find more resources for essays, reports, etc. . . I think this new system is much more effective and should be given as a pre-test the very first year of high school.
- Keep up the good work!
- This was a very good way to introduce all of the "unknown" information sources. It seems much easier this way than it would have been the old way.
- Is very helpful, saves time.

BEST COPY AVAILABLE